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ABSTRACT

This guide presents ways to reduce exclusion in British schools, particularly exclusion of black Caribbean boys. After showing the percentage of black Caribbean boys being excluded from school, as compared to other ethnic groups, the guide gives good practice recommendations for schools and local education authorities. Schools can bring about improvements in policy and practice that can help ensure equality. Local education authorities can provide leadership to help schools reduce exclusions and can make sure that policies related to race and ethnicity are implemented fairly. Cooperation among local education agencies can reinforce and share good practices for all schools. (SLD)

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ED 428 143

EXCLUSION FROM SCHOOL AND RACIAL EQUALITY

A GOOD PRACTICE GUIDE

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L. Morrison
Commission for Racial Equality

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COMMISSION FOR RACIAL EQUALITY

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FROM THE MINISTER

It is vitally important that we have the highest expectations of all our children, and that pupils are in school whenever possible. The continuing overrepresentation of children from certain ethnic groups has been an unacceptable feature of school exclusions for too long. Effective action is needed at all levels to remove it. So I am very pleased to introduce this guidance to schools and local authorities, and to commend its approach and recommendations.

Our White Paper, *Excellence in Schools*, recognises that ethnic minority pupils form a significant part of our pupil population and bring a wealth of talent and diversity. Evidence shows, however, that some of these pupils fail to achieve as highly as they should. The large number of excluded pupils is clearly part of this problem. The Task Group which I chair is seeking to forge a new partnership at national and local level to raise the achievement of ethnic minority pupils.

As part of this partnership, we will shortly be consulting on new guidance on the proper use of exclusion, including advice on tackling the high level of exclusion of pupils from certain ethnic groups. Schools and local authorities will be urged to develop and deliver policies to reduce the overall level of exclusion and to tackle the specific issue of ethnic minority exclusion. The guidance in this booklet, based on proven good practice, is therefore timely and important. I very much welcome it.

Estelle Morris
Parliamentary Under-Secretary of State for Education and Employment

FOREWORD

The disproportionate exclusion from schools of black Caribbean boys is alarming. The consequences of underachievement, which are one result of being excluded, are far-reaching both for the individual and for society. That is why the CRE commissioned the research on which the good practice recommendations in this booklet are based, and why the Prince's Trust, which is dedicated to helping disadvantaged young people, is supporting their publication and promotion.

The focus is on ways that schools can help both pupils and teachers to prevent problems from escalating to the stage of exclusion. The good practice our researchers helped us identify amounts to a practical and coherent framework both for discipline and for effective teaching and learning. The value of working with community organisations and parents, particularly through mentoring schemes, is highlighted. Pupils' keenness to be involved in creating a high-achieving and cooperative school ethos, for instance through school councils and by helping to draw up a behaviour code for the school, emerges strongly.

We do not oppose the use of exclusion as a sanction of last resort; which is how DfEE guidance envisages it being used. But with an estimated 10,000-14,000 permanent exclusions during 1995/6, schools are at present effectively dumping the population of a small town each year! It suggests bad practice, and possible unlawful racial discrimination, in managing behaviour in schools.

This guide is based on what has been shown to work. For that reason it merits the careful attention of all head teachers, chairs of governors, directors of education and others with a key role in educational policy. It will help them to reduce exclusions overall, and to address the alarming overrepresentation of black children among those excluded.

The full report of the research on which these recommendations are based, by Audrey Osler and colleagues at Birmingham University, is available from the Commission for Racial Equality.

Sir Herman Ouseley
Chairman, Commission for Racial Equality

Tom Shebbeare
Executive Director, The Prince's Trust

WHY EXCLUSION FROM SCHOOL IS A RACIAL EQUALITY ISSUE

Pupils from ethnic minorities are significantly overrepresented among those excluded from school. 1994/5 was the first year that ethnic monitoring of permanent exclusions formed part of the DfEE's national schools census. Data from that census, shown at right, confirm previous research findings that black boys and girls are four to six times more likely to be permanently excluded than their white counterparts.

As long ago as 1985, a CRE investigation of exclusions from Birmingham schools showed that black boys were four times more likely than white boys to be excluded, and for behaviour that did not result in exclusion for white boys.

In 1996, two important reports from OFSTED, the schools inspectorate, *Exclusions from Schools* and *Recent Research on the Achievements of Ethnic Minority Pupils*, highlighted and confirmed the problem. The latter pointed out that:

> On average, Caribbean young men... appear to be achieving considerably below their potential.... A combination of gender and racial stereotypes may make it more difficult for young black men to avoid being caught up in cycles of increasingly severe criticism and control.

High exclusion rates are not just an issue for black pupils. A 1996 OFSTED report on *The Education of Travelling Children* notes that pupils from Gypsy and travelling families are also disproportionately excluded, despite the behaviour of travelling pupils being generally good. Children assessed as requiring support for special educational needs (particularly emotional and behavioural difficulties) and children looked after by social services, are also disproportionately liable to be excluded.

A 1996 Audit Commission report, *Misspent Youth*, emphasises the social consequences of exclusion from school, suggesting that nationally only 15% of permanently excluded pupils return to mainstream schooling.

[illegible] permanently excluded from school, by ethnic group, [illegible]

	Number excluded	As proportion of excluded pupils (%)	As proportion of school population (%)*
White	8785	83.8	89.8
Black Caribbean	769	7.3	1.1
Black African	148	1.4	0.6
Black Other	182	1.7	0.8
Indian	98	0.9	2.7
Pakistani	208	2.0	2.1
Bangladeshi	46	0.4	0.8
Chinese	11	0.1	0.4
Other	241	2.3	1.5
Total	**10,488**	**100.0**	**100.0**

* Based on 1991 Census data for 5-15 year olds.
Omits 596 excluded pupils whose ethnic origin was not recorded
Source: DfEE

Many schools do not realise the ethnic disproportion in their exclusions until they examine relevant ethnic monitoring data. Nor does a formal commitment to equality of opportunity guarantee equality in practice – though it should at least mean monitoring disciplinary incidents and achievements to identify any disparities.

There is no single, simple explanation or solution either to the problem of exclusions, or to ethnic inequality in exclusions. But our research into good practice in schools with low exclusion rates makes clear that solutions to both problems must be based on a school ethos which ensures that pupils, and their parents and carers, are involved in setting behaviour standards. It indicates that a whole school approach, which includes reviewing the racial equality implications of all key areas of school management and activity, is needed.

It is important to involve all pupils, and their parents, in setting behaviour standards.

John Birdsall

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The cost of exclusion

In 1996, the CRE published research on the public cost of permanent exclusions. On average, each excluded pupil cost the six local education authorities studied the equivalent of £4,300 a year – and the replacement education this bought was less than 10% of full-time schooling. By contrast, the average cost of providing extra support to keep a child in mainstream schooling was found to be £2,815.

For pupils who did not have a new school place by the start of the next year, average costs were even higher, £5,134. The total annual bill for exclusions in just three of the LEAs studied amounted to £1.3 million.

Education authorities were not the only publicly funded bodies bearing the costs of exclusion. About one in five permanently excluded pupils required extra social services care. The average social services bill for each of these excluded pupils was £1,100. Just over a quarter of them came to police attention, and the average cost to the police of dealing with each of these cases was £2,000. About one in 10 of the excluded pupils needed extra help from the health service, for instance from behaviour therapy centres or a psychiatrist. The average cost of this was low, at £100 – and this help might have been needed in any case.

While schools may believe they save themselves trouble, and some money, by expelling pupils they regard as difficult, our research shows that they are merely shunting the costs of managing the problem onto others, at increased overall expense to the taxpayer. This research confirmed that exclusion represents very bad value for money.

THE RACE RELATIONS ACT AND SCHOOLS

The Race Relations Act 1976 makes it unlawful to discriminate against a person on racial grounds in the field of education. Racial grounds include race, colour, nationality, citizenship or ethnic or national origin. Groups defined by reference to these characteristics are racial groups.

Direct racial discrimination is treating a person, on racial grounds, less favourably than others are or would be in similar circumstances. It could occur if pupils of some racial groups were excluded for types of behaviour for which pupils from other racial groups were not. Segregating a person from others on racial grounds is a form of direct discrimination.

Indirect racial discrimination means applying a requirement or condition, which although it applies to all, can be met by a considerably smaller proportion of a particular racial group, and where it is to their detriment and cannot be justified other than on racial grounds.

It is unlawful to instruct or put pressure on others to commit any discrimination which is prohibited under the RRA. And it is unlawful to victimise anyone who makes a complaint of racial discrimination, or supports someone's complaint, by treating them less favourably than others.

Discrimination in schools

Section 17 of the RRA specifically makes it unlawful for a local education authority or school governing body to discriminate on racial grounds:

- by excluding a pupil from the school, or subjecting them to any other detriment
- by refusing admission
- in the terms on which admission is offered
- in the way benefits, facilities and services are made available.

LEAs and governing bodies have a general statutory duty in all their work to promote equality of opportunity and good race relations, and eliminate unlawful racial discrimination (s71) and have a general duty to provide all their services without unlawful racial discrimination (s19).

It is also unlawful for an LEA to discriminate in carrying out any function not covered in s17. This would include functions not carried out by schools, such as administration of exclusion, access to educational welfare liaison and psychological services or youth service facilities, English as a Second Language support, grants, or provision of school meals or school transport (s18).

School and college governors may be held accountable if breaches of the RRA or other laws take place in their school or college. They should ensure that their policies and practices on exclusions, admission, resource allocation, and delivery of the national curriculum do not give rise to indirect or direct racial discrimination (s17, s19 and s20).

The CRE has published a Code of Practice for the Elimination of Racial Discrimination in Education which outlines how education services must comply with the Race Relations Act.

WHAT SCHOOLS CAN DO

These recommendations are based on what our researchers found working well in case study schools with low exclusion rates. They cover a broad range of school activity, and this 'whole school' approach is a crucial aspect of their success. In considering how best to apply these recommendations, individual schools may find it helpful to select and concentrate on one area of activity to start with, and once that is working well, to move to the next stage. Overall, however, a strategy covering all areas of school activity should be developed.

School development plan

- Action to reduce the use of exclusion should be an integral part of the school development plan. It should cover the measures set out below.

Behaviour policy

Every school should have a behaviour policy, as outlined in DfEE circular 8/94. This should be supported by a clear behaviour code. The policy should include a disciplinary framework which ensures that exclusion, with the disruption, stigma and financial loss it brings, remains a last resort.

- The behaviour policy should be negotiated with staff and discussed with parents. Parents' views on acceptable and unacceptable behaviour should be canvassed, and pupils should feel that their views were taken into consideration in drawing it up.

- Pupils should be involved in drawing up a code of conduct setting out the system of rewards for good behaviour and sanctions against unacceptable behaviour used at the school. Once drawn up, it should be prominently displayed in every classroom.

'Expectations make a big difference, we do tend, however well intentioned, to see a black boy and think they are going to be trouble'

(Deputy head, primary school*)

- A home-school contract, although not enforceable, can be useful. The process of drawing it up should help develop relationships between parents, teachers and pupils.

- Teachers can also work with pupils who are having problems, and their parents or carers, to draw up individual contracts to meet the children's needs.

Teaching children 'peer mediation' skills can help them to resolve conflicts before they get out of hand

- Training for pupils in 'peer mediation' skills, which help them to resolve conflicts among themselves, will be helpful.

- Teachers' investigations into misconduct must be thorough. They should not rely only on what other pupils say, and should investigate provocation and motivation on both sides.

- The behaviour policy should complement and reflect policies on equal opportunities and pastoral care.

Pastoral care

A pastoral care policy, covering measures to create a sense of well-being and of belonging to the school community, will contribute to good discipline. Pastoral care measures should include:

- An induction programme for new pupils, which should include discussing the school's behaviour code and its equal opportunity policy, and explaining what the school's ethos of inclusion, equality and achievement means for pupils in day-to-day life in school.

- Provision for pupils vulnerable to exclusion to

* All quotes from *Exclusion from School and Racial Equality: Research report* (CRE 1997), on which this guidance is based.

WHAT PUPILS SUGGESTED

Teachers in all our good practice schools agreed that involving pupils in decision-making was a key to pupil cooperation and good discipline in school. Pupils said that being involved increased their motivation to achieve and made them feel part of the school. They suggested:

- a School Council, with elected pupil representatives
- setting up a school newspaper
- a suggestion box where pupils can express their concerns
- using Personal and Social Education lessons to discuss School Council business and prepare for meetings
- home visits by a tutor working with pupils who had difficulties with their work
- inviting parents to attend lessons, to help them understand what went on in the school
- special assemblies where students could talk about their concerns
- occasional individual tutorial time for each pupil
- more surveys or questionnaires
- lessons in ways to resolve arguments and conflicts peacefully and helpfully
- a 'counselling club' to train pupils to be counsellors, because 'most find it hard to talk to teachers about their problems.'

select one of their teachers as a tutor who will give them additional support.

- Information on pupils identified as vulnerable to possible exclusion being passed to the local education authority at an early stage, so that appropriate support can be provided.
- Clear plans for reintegrating excluded pupils into school life.

Working with parents and carers

Teachers should recognise the value of cooperating with parents and other carers, and be open and honest with them. Strategies for involving them should include:

- Recognising good work and behaviour at school, for instance, by sending letters home, or giving pupils award certificates to take home.
- Agreeing specific targets with parents or carers and the child, possibly as part of a home-school contract, to help the child realise his or her potential or to resolve problems.
- Inviting parents, carers, mentors or other adults into the classroom to support and help children during lessons.
- Letters, phone calls and invitations to attend school open days or evenings, to keep families informed about, and involved with, school events.
- Weekly or daily report cards, which both teachers and parents sign, can be used to monitor pupil behaviour and improve communication between home and school.
- Teachers should check that they are communicating effectively with ethnic minority parents, and with the parents of all children who have problems.
- If parents from any ethnic minority group are not keeping in contact with their children's teachers, a relevant community organisation may be able to advise on ways to improve communication.

Using community and support services effectively

- Schools should develop good working relationships with behaviour support services, social workers, and community and other organisations. This will enable schools to put families in need of support in contact with the relevant services.
- A register of information on relevant local agencies, including voluntary groups, should be compiled and maintained by the school.
- Mentoring programmes can match disaffected pupils with volunteers who act as role models, listen to, advise and help them (see p 8). Mentors support pupils and provide sustained, often long-term, contact.
- In developing partnerships with ethnic minority and other community organisations, emphasis must be placed on constructive solutions, rather than on apportioning blame.

Crispin Hughes/Photofusion

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The curriculum

Increasing pressure on schools to achieve better results without additional resources has reduced the attention many schools give to developing a multicultural curriculum and exploring equality issues. The differences between schools in success rates for specific ethnic groups suggest that, often, the problem may lie in teaching that fails to engage and make the curriculum relevant to the range of pupils being taught.

- The link between engaging children's interest in lessons and avoiding disruptive behaviour should be recognised by staff. Good teaching means delivering the curriculum in ways that capture pupils' imaginations.
- Opportunities throughout the curriculum to draw on pupils' knowledge of their families' cultural heritage should be identified and included in teaching.
- Systematic assessment for extra tuition in basic numeracy and literacy, including English as a Second Language support, and providing it where needed, will improve pupil motivation and achievement.
- The Personal and Social Education curriculum should reinforce the pastoral and behaviour policies. It should help pupils understand and exercise the skills needed to handle disagreements with fellow pupils, teachers and others without resorting to or provoking aggression.
- The PSE curriculum should also help pupils to develop the skills needed to deal with racial harassment and make use of the school's equality policy.

Identifying Special Educational Needs (SEN)

Behaviour leading to exclusion, or consideration of exclusion, is sometimes the consequence of failure to address special educational needs.

- Head teachers should always consider whether disciplinary problems stem from unrecognised SEN before excluding any pupil.
- School-based support for pupils with SEN can include individual education plans, regular reviews, involving parents or an SEN coordinator, and appropriate specialist help.

'Although we don't have many Afro-Caribbean children at our school, those we have react so positively if a book is read that has a central character they can empathise with.'

(Deputy head, primary school)

- SEN assessments of pupils whose behaviour has been challenging could make clear recommendations for behaviour management. Head teachers should check that these recommendations are being followed, or whether they need modification, before resorting to exclusion.
- Exclusion will very seldom be appropriate for children who have SEN.

Equal opportunities policy and practice

All schools should have an equal opportunities policy, which should include a commitment to racial equality. The policy can be a central element in developing an inclusive school ethos. It should be linked to the School Development Plan and cover all aspects of school life.

- A commitment that the school will work to eliminate racial or other disparities in the use of exclusion will be helpful.

"We want to put as many steps between the youngster and permanent exclusion as possible. There's always got to be a way back.'

Deputy head, secondary school

- The policy should explicitly forbid racial harassment and name-calling. It should recognise that these may be more widespread in the school than teachers and other adults believe.
- The policy should contain a specific commitment that discipline will be fair, with similar treatment for all pupils in response to similar behaviour.
- A senior staff member should be given responsibility for ensuring that the equal opportunities policy is acted on in all aspects of school life.
- The policy should link monitoring for inequalities to a strategy for systematic review and, where necessary, change.
- Teachers should receive training on relevant aspects of equal opportunities good practice.
- Schools should actively seek to employ suitably qualified staff from ethnic minority groups at all levels.

Staff support and training

- Staff should receive training on dealing with confrontational and difficult behaviour while encouraging mutual respect.
- They should also be trained to deal effectively with any incidents of racial harassment, including racist name-calling and insinuation.
- Training opportunities should be provided to help staff examine how racial stereotyping affects school life, and what part it may play in their own judgements.
- Teachers should be encouraged to share strategies for managing difficult behaviour, with all staff working as a team to support each other. Seeking help from colleagues should be encouraged.

MENTORING AND COMMUNITY PROJECTS

The KWESI mentoring project in Birmingham was set up to help boys identified by their primary schools as underachievers or at risk of exclusion. The mentors are all trained volunteers, staff and governors. Each volunteer regularly visits the school he is assigned to, and works in class with the child he is mentoring. KWESI asks its mentors and participating schools to adopt a 'no blame' approach, so that both parties work for the best interests of the child, rather than focus on past wrongs or misunderstandings.

Dalston Youth Project

Another Birmingham initiative is the Second City, Second Chance project, which involves secondary school pupils at risk of failure and exclusion in tutoring literacy sessions in local primary schools. The student tutors are supported by adult mentors from SCSC, which started up in May 1996, modelling its pilot programme on the Cross-Age Tutoring Programme run by the Intercultural Development and Research Association in Texas. As part of the IDRA's Coca-Cola-sponsored Valued Youth Program, SCSC is working with children of all

and the scheme, although independently funded, is supported by the LEA. KWESI is run by black men concerned about the education of black boys.

When schools agree to work with KWESI, they must accept its volunteers as part of the school team, and provide

schools and four primary schools, and is seeking sponsorship so that its tutors can be paid in vouchers for their work.

Another mentoring project, the Dalston Youth Project in east London, won a 1996 Citizenship Award for its contribution to promoting racial harmony, and a Home Office 'Make a Difference' reward for crime prevention. Set up by Crime Concern after an audit of youth crime in Hackney, it pairs 15-18 year olds referred by police, social services and local schools with volunteer adult mentors.

Another way for schools to improve their links with the community is by opening school premises for community use. At one of our good practice primary schools, a holiday club had been set up to provide structured activities for pupils. Although coordinated by the school, it is run by volunteers and does not require teachers to give up their leisure time. Its impact goes far beyond its practical value in organising enjoyable activities and excursions, because it is seen as evidence of the school's partnership with parents and community.

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Monitoring

- School record-keeping systems should include detailed information on disciplinary incidents, including both fixed term and permanent exclusions, and the ethnic origins of pupils.
- Data on pupils and teachers involved in incidents leading to exclusion should be analysed, to identify any patterns which might indicate that the school's policies or practices need to be changed.
- Records of excluded and other problem pupils should be monitored by social class, ethnic group and sex.
- Monitoring records should be analysed, and targets set, backed by action plans to redress any disparities identified.

The head teacher's role

Leadership from the head teacher and senior management team will be needed. The Head should:

- Ensure that disciplinary policy and action is appropriate, fair and consistent.
- Encourage and advocate an ethos of inclusion and equality of opportunity.
- Agree with the governing body realistic but challenging targets for year on year reduction in exclusion, and for reducing any over-representation of ethnic minorities among those excluded.
- Take the lead in developing a strategy for achieving these targets.
- Ensure staff receive the support they need to achieve these targets, such as INSET and other suitable training, and appropriate curriculum materials.
- Ensure that monitoring information is regularly considered by the governing body.
- Initiate or participate in networks to study and find ways of reducing the level of exclusions.

CHECKLIST

Before excluding a pupil, schools should check that other measures have been exhausted. The steps listed below are based on an aide memoire used by a good practice school.

Has there been full consultation about the pupil's problems with:
Subject staff
Group tutor
Head of year
School nurse
Deputy head teacher
Head teacher
Parents at school
Parents at home
Education social worker
Behaviour support service
Special Educational Needs coordinator
Pupil support service

Has the pupil been involved in each stage of these discussions?

Have all possible actions within the school been taken? (Was the pupil notified of the reasons for each action?) For example ...

Individual Education Plan
Change of teaching set
Change of tutor group
Change of subjects, where appropriate
Awards offered for achieving specific targets
Service to the school community
Behaviour support service individual consultation

Daily report
Detention or other sanction as appropriate
Supervision during free time
Withdrawal from lessons

Have all relevant agencies been consulted?
Behaviour support service
Pupil support service
The child health service
Educational psychological service
Social services
The young offender team

Has there been a case conference on the pupil, initiated by the school and including any appropriate external agencies?

Should a 'fresh start' in the school be offered, subject to a contract agreed with the pupil and their parents?

School governors' responsibilities

- School governors should ensure that they receive clear information from their school's records on exclusions, both fixed term and permanent, including the ethnicity and sex of excluded pupils.
- A governors' subcommittee to oversee discipline and the use of exclusion in the school should be established.
- All governors should receive training on good practice in the use of exclusion. This should include discussion of racial equality issues, a briefing on the LEA's monitoring of exclusions, what involvement and information governors should expect, and what to look for in assessing their own school's record and procedures.
- Training for all governors on equal opportunities good practice in schools should similarly be ensured.
- School governors should be involved in the school's pastoral policy, and take part in meetings and discussions with pupils and their families or carers.
- Suitably experienced community members from ethnic minority groups should be encouraged to join governing bodies.
- Governors should ensure staffing resources allow capacity for teachers to pay attention to difficult pupils and those with special needs.

WHAT LOCAL EDUCATION AUTHORITIES CAN DO

Leadership

- The Chief Education Officer can adopt a personal performance target for reducing exclusion rates – or the rate of increase of exclusions – to show that it is important. Adopting a further target for reducing any racial overrepresentation among excluded pupils within the LEA would show that the racial equality aspect has similar priority.
- A senior manager should be responsible for taking an LEA-wide overview on exclusions. Their brief should explicitly include identifying and tackling the causes of any racial disparity.
- The LEA should ensure sufficient staff and budgetary resources are allocated to services which help prevent exclusions.
- The LEA should be proactive in encouraging schools to tell it at the earliest stage about pupils at risk of exclusion, and in offering support and advice to both the school and the pupils and their families or carers.

Putting race and ethnicity back on the agenda

- LEAs should encourage schools to examine the racial equality implications of their policies on behaviour and discipline, and ensure that schools are taking action to reduce any ethnic disparities in achievement and in exclusions.
- LEAs should seek to ensure that schools' exclusions policies and practices do not lead to possible unlawful racial discrimination.
- LEAs should encourage schools to review their taught curriculum, to ensure that it encompasses relevant multicultural perspectives.
- Reducing the very high proportion of black boys among excluded pupils requires cooperation between agencies concerned with pupil welfare and support, those concerned with equal opportunities, and with ethnic minority community groups seeking to address their children's problems. LEAs should make contact with appropriate existing multi-agency forums, and encourage schools to work with them. Where none exist, LEAs can take the initiative to bring together appropriate agencies and local schools to set up forums.

Helping schools reduce exclusions

- Schools with low or declining exclusion rates should be encouraged to share their experiences with other schools. For instance, a school with a high exclusion rate can be paired with a similar school that has a low exclusion rate.
- LEA advisory and inspectorate teams should be trained to help schools eliminate any overrepresentation of black pupils among exclusions.
- Groups of schools (eg, in a particular area) can be asked to collaborate in finding a new place for pupils excluded by other schools in the group.

'It goes back to the fifties, when black children were labelled 'educationally sub-normal'; these days research shows that it's six times more likely that black boys will be excluded – what are we going to do?'

(LEA officer)

- If any school accepts a significant number of pupils excluded by other schools, the LEA should arrange extra resources to help with their integration and support.

- In setting year-on-year targets for reducing exclusions and eliminating ethnic disparities, LEAs should involve schools in formulating the LEA-wide targets, encourage schools to establish their own targets, and monitor schools' success in meeting their targets.

Exclusions and appeals procedures

- All LEAs should publish a leaflet for distribution to parents of excluded children, giving detailed information about their rights and responsibilities, including relevant provisions of the Race Relations Act 1976.

- Families appealing against an exclusion should be directed to an agency which can provide them with independent support, advice and representation at the appeal hearing.

Supporting excluded pupils and their families

- Ways of working with community-led initiatives to address the disproportionate exclusion of particular ethnic groups should be explored. This could include supporting mentoring schemes for vulnerable pupils, and support groups for parents of excluded children, such as black parents' support groups.

- The LEA should liaise with social service departments to ensure that excluded pupils' families are offered appropriate support. The LEA should similarly ensure that the needs of excluded children in local authority care are being met.

- LEAs should have a procedure, backed by necessary resources, for ensuring that excluded pupils are not left without adequate replacement education.

Monitoring

- LEAs can help schools to identify patterns and trends in exclusions by asking them to supply ethnic and sex monitoring data on both fixed-term and permanent exclusions, and by analysing the data so that schools can see how they compare with others.

- Analysis and monitoring of the data by the LEA can help schools identify any ethnic or other disparities which need to be addressed.

- The ethnic backgrounds of those identifying themselves under the 'Other' category in ethnic monitoring statistics should be investigated by the LEA, in order to understand and address their needs.

Training

- In-service training on behaviour management should include discussion of racism and racial harassment.

- It should also highlight the benefits of a genuinely inclusive school curriculum and ethos.

- LEA staff administering exclusions, and members of appeal panels, should be trained on equal opportunities issues.

- Training should also emphasise the importance of ensuring that disciplinary problems are not due to unassessed Special Educational Needs.

Inter-LEA cooperation

Inter-LEA cooperation can reinforce and share good practice between neighbouring LEAs.

- A regional forum or working group on exclusions will help to foster inter-LEA cooperation.

- This forum should also address the needs of pupils who live on the borders of an authority, or who live in one authority and go to school in another.

The Commission for Racial Equality is working for a just society which gives everyone an equal chance to learn, work and live free from discrimination and prejudice and from the fear of racial harassment and violence

Further reading

Audit Commission (1996) *Misspent Youth*

Benioff, S (1997) *A Second Chance: Developing mentoring and education projects for young people*, CRE/Crime Concern*

CRE (1985) *Birmingham LEA and Schools: Referral and suspension**

CRE (1989) *Code of Practice for the Elimination of Racial Discrimination in Education**

CRE (1996) *Exclusion from Schools: The public cost**

CRE (1997) *Exclusion from School and Racial Equality: good practice research report**

DfEE circulars 8/94 -13/94

OFSTED (1996) *Exclusions from Schools*

OFSTED (1996) *Recent Research on the Achievements of Ethnic Minority Pupils*

OFSTED (1996) *The Education of Travelling Children*

* These publications can be ordered from:
Central Books, 99 Wallis Road, London E9 5LN
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Useful organisations

Advisory Centre on Education,
1b Aberdeen Studios, 22 Highbury Grove,
London N5 2DQ. ☎ 0171 354 8321

Department for Education and Employment
Sanctuary Buildings, Great Smith Street,
London SW1P 3BT. ☎ 0171 925 5000

Dalston Youth Project,
The Round Chapel, Powerscroft Road,
Lower Clapton, Hackney, London E5 0LY.
☎ 0181 525 9696

KWESI,
The Community Room,
Handsworth Wood Boys School, Church Lane,
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